



## American Public School

ED 3314-002:003, Spring 2016

10:00 a.m. - 12:45 p.m.

Suzie Fagg, Ed.D.

### **Professor's Contact Information**

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Office Location: CB 1.201X

Office Hours: By Appointment

### **Course Synopsis**

American Public School (ED 3314) is a course designed to engage the students in a study of the nature, scope, and purpose of public schools in the United States.

In this section, students will analyze various aspects of public schools, taking into account the diverse needs, desires, and perspectives of four groups of stakeholders:

- 1) Teachers
- 2) Students
- 3) Parents
- 4) Community, Business, and Government Partners

### **Course Text & Materials**

Introduction to Teaching: Becoming a Professional (5<sup>th</sup> Ed), Kauchak, D. & Eggen, P.

A subscription to the professional journal, "Educational Leadership", distributed by the Association for Supervision and Curriculum Development (ASCD), would benefit future educators and interested parties; however, a subscription is not required for this course.

### **Course Requirements**

1. *Attendance and Participation:* Students are expected to attend and participate in class on a regular basis. Attendance will be taken at the beginning of each class meeting. **Three absences will result in the lowering of the student's final grade by one letter. Four absences will result in a failing grade for the course.**
2. *Early Field Experience:* Students in ED 3314 are required to participate in 20 hours of Early Field Experience as assigned tutors at specific campuses in Plano or Richardson ISD. Students are also required to attend the assigned orientation session held by the participating school district. Failure to complete these requirements will result in a failing grade for the class. (Exception: If you are currently employed as a full time teacher or Teacher Assistant in an accredited school, you may qualify for a waiver of this assignment. For those requesting the waiver, you must provide written proof of employment. The decision whether to provide the waiver is made by the Teacher Development Center and is final.)

- Whether you receive the waiver or not, all students will be required to complete a written assignment reflecting upon their work in a school.
3. *Field Experience Written Assignments/Classroom Participation:* A major objective of this course is to provide students with opportunities to begin to gain an understanding of the complexities of public schools and teaching. Written Field Experience assignments are designed as one means of achieving this objective (See #6 below for formatting and deadlines). Debriefing of these assignments will also serve as one of the dimensions of class participation.
  4. *Classroom Discussions:* Productive classroom discussions cannot occur if I am the only person who has read the chapter and/or articles. Therefore, it is imperative that all members of this class come prepared. Quizzes on the readings will occur if it is apparent that the class members are not prepared for the discussion.
  5. *Group Lesson:* All members are to be actively involved in the development of this lesson/presentation. *If you have a slacker in your group, the members of the group have a responsibility to provide me with written proof of your attempt to involve this person and I will remove the person from the group and make a "Special Assignment" for that individual. THE ASSIGNMENT WILL NOT BE EASY!!!!*
  6. *Written Assignments:* Written assignments are to be turned in on the assigned due date. Failure to comply with deadlines will result in lowering of the maximum grade possible to 70%. All assignments must be turned in. "Zeroes" are not acceptable. All assignments should be typed (double-spaced, 11pt. font, and 1" margins) and submitted in hardcopy (e-mail submissions will not be accepted). Descriptions and expectations for each assignment will be communicated on the date it is assigned. Final course grades will be calculated, as follows.

Assignments/Expectations	Due Date	Weight
Mid-term Exam	February 26 <sup>th</sup>	20%
School Board Meeting	April 15 <sup>th</sup>	10%
Assignment: Classroom Management/Productive Learning Environment	April 22 <sup>nd</sup>	10%
Group Lesson	Dependent on Lesson Date	20%
Final Exam	May 6 <sup>th</sup>	20%
Field Experience Written Assignments/Classroom Participation	February 19 <sup>th</sup> April 22 <sup>nd</sup>	12%
Assignment: History of American Ed.	February 12 <sup>th</sup>	5%
Field Experience (Green Sheets)	April 22 <sup>nd</sup>	3%

## Schedule of Events

<p style="text-align: center;"><b><i>Friday, January 15</i></b></p> <ul style="list-style-type: none"> <li>• Field Experience Overview</li> <li>• Course Introduction</li> <li>• <b>Read:</b> Do I Want To Be A Teacher (Ch. 1)</li> <li>• <b>Read:</b> “Notes from an Accidental Teacher” (Tomlinson)</li> </ul>
<p style="text-align: center;"><b><i>Friday, January 22</i></b></p> <ul style="list-style-type: none"> <li>• <b>Discuss:</b> Chapter 1</li> <li>• <b>Read:</b> Developing as a Professional (Ch. 13)</li> <li>• <b>Read:</b> “How to Survive Your First Year of Teaching” (Murray)</li> <li>• <b>Out of Class Assignment:</b> Chapter 4</li> </ul>
<p style="text-align: center;"><b><i>Friday, January 29</i></b></p> <ul style="list-style-type: none"> <li>• Field Experience Orientation: Off Campus</li> </ul>
<p style="text-align: center;"><b><i>Friday, February 5</i></b></p> <ul style="list-style-type: none"> <li>• <b>Discuss:</b> Chapter 13</li> <li>• <b>Discuss:</b> Tomlinson and Murray’s articles</li> <li>• <b>Read:</b> “Students With Depression” (Fischer)</li> <li>• <b>Read:</b> “The Cradle to Prison Pipeline” (McKenzie)</li> <li>• <b>Field Experience Written Assignment:</b> Related to topics discussed in Chapter 2</li> <li>• <b>Read:</b> Changes in American Society: Their Influence on Today’s Students (Ch. 2)</li> <li>• </li> </ul>
<p style="text-align: center;"><b><i>Friday, February 12</i></b></p> <ul style="list-style-type: none"> <li>• <b>Discuss:</b> Chapter 2 and the assigned articles</li> <li>• <b>Read:</b> Homeless Education Articles</li> <li>• <b>Field Experience Written Assignment:</b> Homelessness and Unaccompanied Youth</li> <li>• <b>Due:</b> Assignment on Chapter 4</li> </ul>
<p style="text-align: center;"><b><i>Friday, February 19</i></b></p> <ul style="list-style-type: none"> <li>• <b>Due:</b> Field Experience Written Assignment on Chapter 2</li> <li>• <b>Due:</b> Field Experience Written Assignment on Homelessness and Unaccompanied Youth</li> <li>• <b>Discuss:</b> Homelessness and Unaccompanied Youth</li> <li>• <b>Review:</b> Mid-Term Exam</li> </ul>
<p style="text-align: center;"><b><i>Friday, February 26</i></b></p> <ul style="list-style-type: none"> <li>• <b>Mid-Term Exam</b></li> <li>• <b>Assign Group Lessons</b></li> <li>• <b>Read:</b> Student Diversity: Culture, Language, Gender, and Exceptionalities (Ch. 3)</li> <li>• <b>Read:</b> “English Language Learners: A Policy Research Brief produced by the National Council of Teachers of English”</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Read:</b> “The Secret to Raising Smart Kids” (Dweck)</li> </ul>
<p style="text-align: center;"><b><i>Friday, March 4</i></b></p> <ul style="list-style-type: none"> <li>• <b>Review:</b> Mid-Term Exam Results</li> <li>• Group Lesson Work</li> </ul>
<p style="text-align: center;"><b><i>Friday March 11</i></b></p> <ul style="list-style-type: none"> <li>• <b>Discuss:</b> Developmental Assets</li> <li>• <b>Field Experience Written Assignment:</b> Developmental Assets</li> <li>• Read: Classroom Management (Ch.10)</li> </ul>
<p style="text-align: center;"><b><i>Friday, March 18</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>Spring Break</i></b></li> </ul>
<p style="text-align: center;"><b><i>Friday, March 25</i></b></p> <ul style="list-style-type: none"> <li>• <b>Guest Speaker:</b> Classroom Management/Productive Learning Environment</li> </ul>
<p style="text-align: center;"><b><i>Friday, April 1</i></b></p> <ul style="list-style-type: none"> <li>• <b>Discuss:</b> Chapter 3 and articles</li> <li>• <b>Field Experience Assignment:</b> Classroom Management/Productive Learning Environment</li> <li>• <b>Due:</b> Field Experience Assignment on Exceptional Students</li> <li>• <b>Read:</b> Texas Teachers’ Professional Code of Ethics</li> </ul>
<p style="text-align: center;"><b><i>Friday, April 8</i></b></p> <ul style="list-style-type: none"> <li>• <b>View and Discuss:</b> TEA Videos on Professional Boundaries</li> <li>• Group Lesson work time</li> <li>• <b>Read:</b> School Law (Ch. 8)</li> <li>• <b>Read:</b> Governance &amp; School Finance</li> </ul>
<p style="text-align: center;"><b><i>Friday, April 15</i></b></p> <ul style="list-style-type: none"> <li>• <b>Due:</b> School Board Meeting</li> </ul> <p><b><u>Group Lesson/Presentation #1</u></b></p> <ul style="list-style-type: none"> <li>• Topic: Students’ Rights and Responsibilities</li> </ul> <p><b><u>Group Lesson/Presentation #2</u></b></p> <ul style="list-style-type: none"> <li>• Topic: Teachers’ Rights and Responsibilities, Including School Retention</li> </ul> <p><b><u>Group Lesson/Presentation #3</u></b></p> <ul style="list-style-type: none"> <li>• Topic: How Do Schools Receive Their Funding?</li> </ul>
<p style="text-align: center;"><b><i>Friday, April 22</i></b></p> <p><b><u>Group Lesson/Presentation #4</u></b></p> <ul style="list-style-type: none"> <li>• Topic: School Choice: <ul style="list-style-type: none"> <li>○ Magnet Schools</li> <li>○ Private Schools</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ Home Schooling/Virtual Schools</li> <li>● <b>Due:</b> Field Experience Green Sheets</li> <li>● <b>Due:</b> Classroom Management/Productive Learning Environment</li> <li>● <b>Due:</b> Field Experience Written Assignment: Developmental Assets</li> </ul>
<p style="text-align: center;"><b><i>Friday, April 29</i></b></p> <ul style="list-style-type: none"> <li>● <b><u>Group Lesson/Presentation #4</u></b> <ul style="list-style-type: none"> <li>○ Privatization of Schools <ul style="list-style-type: none"> <li>▪ Impact on Public Education</li> </ul> </li> <li>○ Charter Schools</li> <li>○ Vouchers</li> </ul> </li> <li>● <b>Review:</b> Final Exam</li> </ul>
<p style="text-align: center;"><b><i>Friday, May 6</i></b></p> <ul style="list-style-type: none"> <li>● <b>Final Exam</b></li> </ul>

### **Student Conduct & Discipline**

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, A to Z Guide, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3, and in Title V, Rules on Student Services and Activities of the university's Handbook of Operating Procedures. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

### **Academic Integrity**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

### **Email Use**

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

### **Withdrawal from Class**

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

### **Student Grievance Procedures**

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's Handbook of Operating Procedures.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

### **Incomplete Grade Policy**

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

### **Disability Services**

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22

PO Box 830688

Richardson, Texas 75083-0688

(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against

tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

### **Religious Holy Days**

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

### **Off-Campus Instruction and Course Activities**

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address given below. Additional information is available from the office of the school dean. (<http://www.utdallas.edu/Business Affairs/Travel Risk Activities.htm>)

*These descriptions and timelines are subject to change at the discretion of the Instructor.*